



Toot... and come in!



6 Weeks

Rationale/Intent

Following a visit from archaeologist, Howard Carter, the children receive a letter complaining that all his artefacts have gone missing. This includes all his research the explain how the ancient Egyptians lived and how the mighty Pharaohs ruled this land. As future historians, pupils will ask historically relevant enquiry questions about Ancient Egyptian society. Parts of this will involve the classification of animals and environments can change and that this can sometimes pose dangers

In History, the key knowledge and skills will include:

- Address and devise historically valid questions about cause.
- Understand how our knowledge of the past is constructed from a range of sources.
- Develop chronologically secure knowledge and understanding of British, local and world history.
- Construct informed responses that involve thoughtful selection and organisation.
- Develop appropriate use of historical terms.

In Science, the key knowledge and skills will include:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

The children will be showcasing the school ASCENT values of community and aspiration when taking on roles, negotiating tasks as they go and work together to plan, investigate and present their historical findings.

Hook

The children receive a letter in both English and "hieroglyphics" complaining that all his artefacts have gone missing. (Can pupils crack the code)
As Carter's team of archeologists, pupils will be sent to dig for artefacts around the school in small teams. How do we know if it is a genuine artefact?

Objective: To use a range of sources to discover about life in Ancient Egyptian Society.

Outcome

Living museum with pupils dressed as Ancient Egyptians sharing their knowledge and research with Grandparents/Nursing home residents.

English

Link text; Flat Stanley- Grave Robbery

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Non-fiction- biography of Howard Carter- the Egyptologist

Non-Fiction- diary as Howard Carter upon opening the tomb of Tutankhamun

Poetry - Writing an animal poem using descriptive skills

Writing skills to cover

Cohesive devices

Addressing the audience appropriately

Punctuation and Grammar

Fronted adverbials

Conjunctions to extend sentences

Use of appropriate tenses

Full stops, capital letters, question marks, commas in lists and demarcation of clauses

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Focus Subject - History

(NC) The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

To apply understanding of the impact of different sources such as primary and secondary and the differences between.

To define the following terms:

- Sarcophagus
- Pyramid
- Papyrus
- Pharaoh

To recall reasons why the River Nile was so important to Ancient Egyptian Society, including:

- Supply of fresh fish
- Water to drink
- Animals lived on its banks that could be hunted
- To irrigate (water) land so crops could be grown

To recall who Tutankhamun was and that his tomb was discovered in 1922 by Howard Carter.

To recall the purpose of The Book of the Dead to offer spells to give people a safe journey into the afterlife.

To recall that the pyramids were built by agricultural labourers, not slaves.

To develop historical enquiry skills.

Focus Subject - Science

To identify the differences between different animals and how these differences correspond to different groups (even within species).

- (NC) Recognise that living things can be grouped in a variety of ways

Pupils should explore possible ways of grouping a wide selection of living things.

Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.

- (NC) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

- (NC) Recognise that environments can change and that this can sometimes pose dangers to living things

Visits and visitors: N/A

Cultural capital;

Computing: To safely use research skills to discover further information about the life and times of the Ancient Egyptians.

Home Learning: Keep a series of diary entries for the life of our project, detailing discoveries and points of learning that could be shared with others in the school.